

GPE 2025 Results Framework for Bangladesh

Bangladesh joined the Global Partnership for Education (GPE) in 2015 and is not classified as a partner country affected by fragility and conflict (non-PCFC) in fiscal year 2023. The brief contains [GPE 2025 Results Framework](#) indicators (Ind.) with latest (calendar year (CY) 2022 and fiscal year (FY) 2023)¹ country-level data produced or compiled by the GPE Secretariat **as of September 2023**.

Graphs include average values achieved by all partner countries (PCs). For indicators with categories or levels of performance, figures present the distribution of PCs in each category or level. Please note that "Sub-group" average values depend on the country's fragility status. If a country is classified as a partner country affected by fragility and conflict (PCFC), averages of PCFCs are presented. Similarly, if a country is not a partner country affected by fragility and conflict (non-PCFC), averages of non-PCFCs are presented.

SECTOR PROGRESS INDICATORS²

Domestic finance expenditure for education

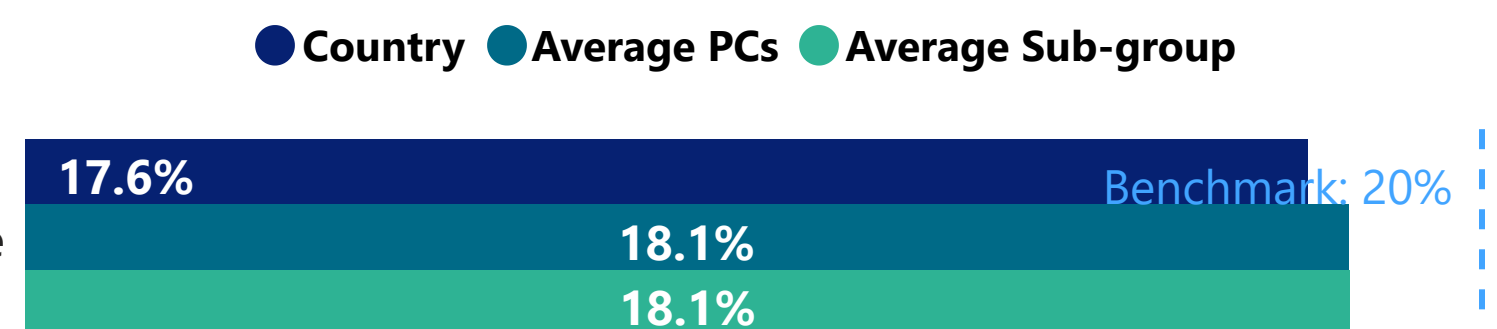
Ind. 4i: In Bangladesh, the government expenditure on education as a percentage of total government expenditure (excluding debt service) shifted from **18.3%** in 2020 to **17.6%** in 2022.

This indicator reflects countries' financial commitment to education. The higher the percentage, the greater the progress towards meeting domestic financing objectives.

Source: National budget documents compiled by GPE.

See figure 1 for details on Bangladesh compared to average in PCs overall (Average PCs) and Non-PCFCs (Average Sub-group).

Figure 1: Average of gov. expenditure on education as a % of total gov. expenditure



N³: PCs=70, PCFCs=27, Non-PCFCs=43. (CY2022)

GPE suggests a benchmark of 20% or above of gov. expenditure on education. Countries with increased gov. expenditure on education or maintained sector spending at 20% or above meet the indicator's criteria.

Progress on Key Enabling Conditions (or Factors) for System Transformation

GPE's strategy identifies four areas as enabling factors⁴ for education system transformation, listed below. Indicators are mapped to these:

-Equity, efficiency, and volume of domestic finance for education:

Ind. 4iia-b: Bangladesh **has not** undergone the enabling factors review assessment. No progress against challenges can be captured.

-Gender-responsive planning and monitoring:

Ind. 5iia-b: Bangladesh **has not** undergone the enabling factors review assessment. No progress against challenges can be captured.

Ind 5iic: There is **currently no available information on its legislative framework** assuring the right to education for all children.

-Availability and use of data and evidence:

Ind. 8iia-b: Bangladesh **has not** undergone the enabling factors review assessment. No progress against challenges can be captured.

Ind 8iic: **There is currently no available information on whether the key education statistics reported are disaggregated by children with disabilities.**

-Sector coordination:

Ind. 8iia-b: Bangladesh **has not** undergone the enabling factors review assessment. No progress against challenges can be captured.

Overall, for Ind. 4iia, 5iia/c, 8iia/c, and 8iiaa, information on the assessment of enabling factors is available only once the country has undergone the Independent Technical Advisory Panel (ITAP) assessment. 16 PCs have gone through the ITAP assessment process as of end of CY2022 and are included in the sample of these indicators. Ind 5iic: Of the 16 PCs, all PCs have a legislative framework that assures the right to education for children of all genders. Ind 8iic: Of the 16 PCs, 15 PCs reported key education statistics on children with disabilities.

Overall, for Ind. 4iib, 5iib, 8iib, 8iibb, data on monitoring of enabling factors will be available one year after the finalization of the Compact, thus no progress can be captured in CY2022 for any partner country.

Sources: Part a: Enabling factors assessment by ITAP; Part b: Partnership compact periodic monitoring; Part c: Completeness check of enabling factors assessment documentation.

Number of key indicators reported to UNESCO Institute for Statistics (UIS)

Ind. 8i: Bangladesh reports **8** of the 12 key international education indicators to UIS, below the benchmark of **10** defined by GPE. A higher number of education indicators⁵ reported to UIS reflects PC's commitments to improved availability, quality and timeliness of data reporting. GPE Secretariat groups these key indicators in three main areas: 1) outcome, 2) service delivery, and 3) financing.

Source: UNESCO Institute for Statistics and GPE Secretariat.

See figure 2 for details on Bangladesh compared to average in PCs overall (Average PCs) and Non-PCFCs (Average Sub-group).

Figure 2: Average number of key indicators reported to UIS

● Country ● Average PCs ● Average Sub-group



N: PCs=85, PCFCs=36, Non-PCFCs=49. (CY2022)

GPE suggests a benchmark of 10 or above out of 12 key indicators reported to UIS. Countries with 10 or above of key indicators reported to UIS meet the indicator's criteria.



Inclusive local education groups

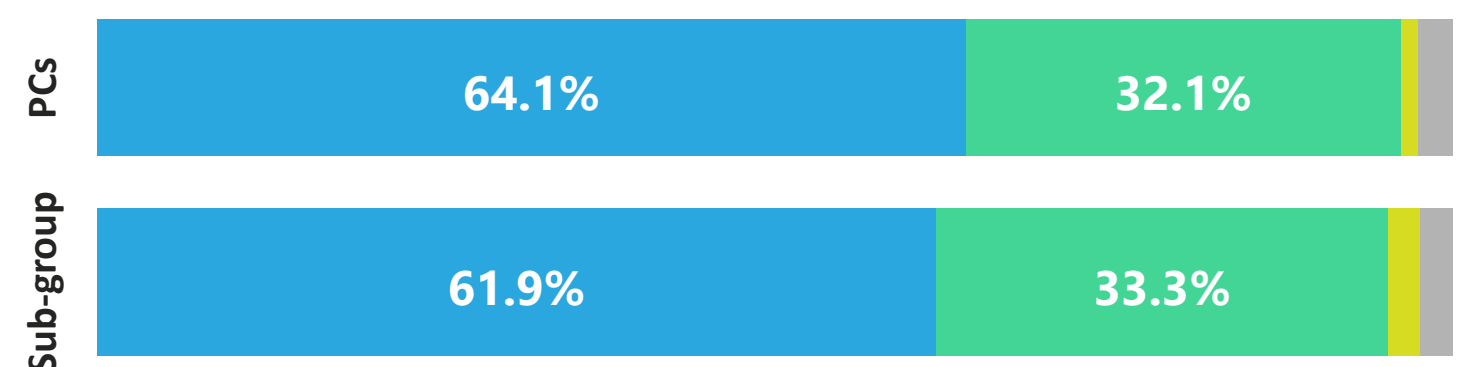
Ind. 8iic: In Bangladesh, **local education group includes both CSOs and TAs.** Representation of national CSOs and TAs suggests that they are engaged in evidence-based policy dialogue and sector monitoring on equity and learning, leveraging social accountability to ultimately enhance the delivery of results.

Source: Local education group documentation.

See figure 3 for details on the proportion of PCs in each classification, Bangladesh's local education group includes both CSOs and TAs.

Figure 3: Proportion of PCs classified by local education group representation

● Both CSOs and TAs ● CSOs only ● TAs only ● Neither



N: 78 local education groups, 36 in PCFCs, and 42 in Non-PCFCs. (CY2022)

Countries with a local education group classified with having national CSOs and TAs representation meet the indicator's criteria.

COUNTRY LEVEL OBJECTIVES INDICATORS

Top-up of System Transformation Grant at Compact Mid-term

GPE offers financial incentives, called top-ups⁶, through the system transformation grants to support progress where challenges are identified in the enabling factors. Ind. 9i, 10i, 11 and 13i are mapped to each enabling factor to track the effectiveness of the top-up portion of the system transformation grant, where applicable.

Ind. 9i/10i/11/13i: In Bangladesh, there is currently no active system transformation grant undergoing compact at mid-term for the top-up. Unlocking more than 50% of the funds under the top-up portion of the system transformation grant linked to selected enabling factor(s) is considered satisfactory.

Overall, there are no active system transformation grant undergoing compact mid-term for the top-up in FY2023.

Source: System transformation grant top-up at compact review.

Implementation of the System Capacity Grant

There are three system capacity grant financing windows⁷: 1) gender responsive planning and monitoring window; 2) mobilize coordinated finance and action window; and 3) adapt and learn for results at scale window. Ind. 9ii, 10ii, and 13ii are mapped to each financing window to track whether system capacity grant activities under the active financing window are being implemented as planned, where applicable. Bangladesh **doesn't have an active system capacity grant reporting on progress. Hence, indicators 9ii, 10ii and 13ii are not applicable (N/A).**

See figure 4 for details on the proportion of grants in each category, overall.

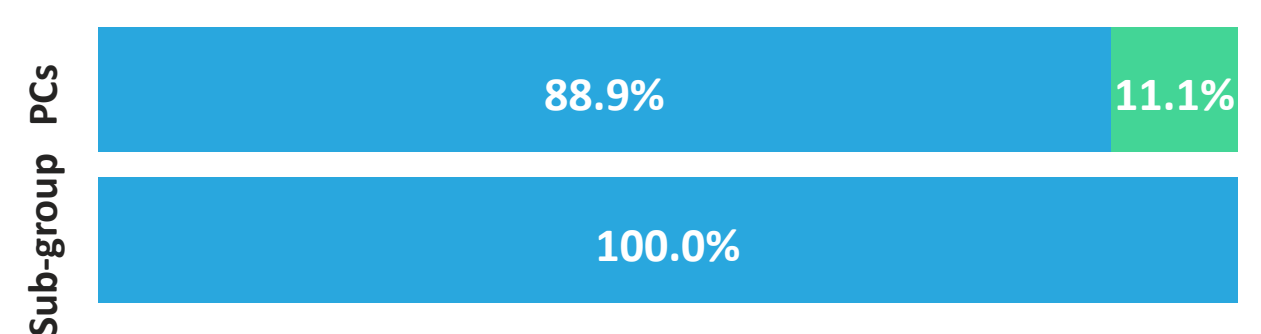
Ind. 9ii: Bangladesh **has no available data** towards meeting its' intended objectives under the gender responsive planning and monitoring (financing window 1).

Source: System capacity grant monitoring reports.

See figure 5.1 for details on the proportion of grants in each category in financing window 1.

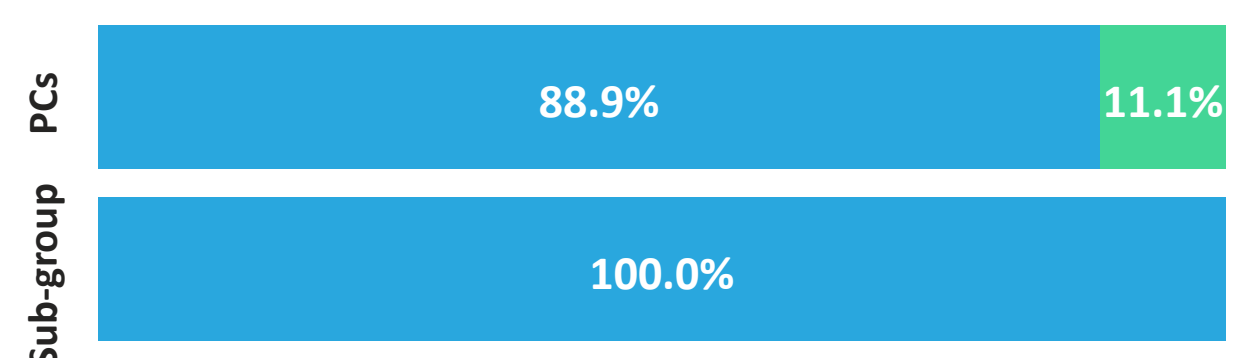
Figure 4: Proportion of grants meeting their intended objectives

● On-track ● Off-track



N: 9 system capacity grants, 5 in PCFC, and 4 in non-PCFC (FY2023)

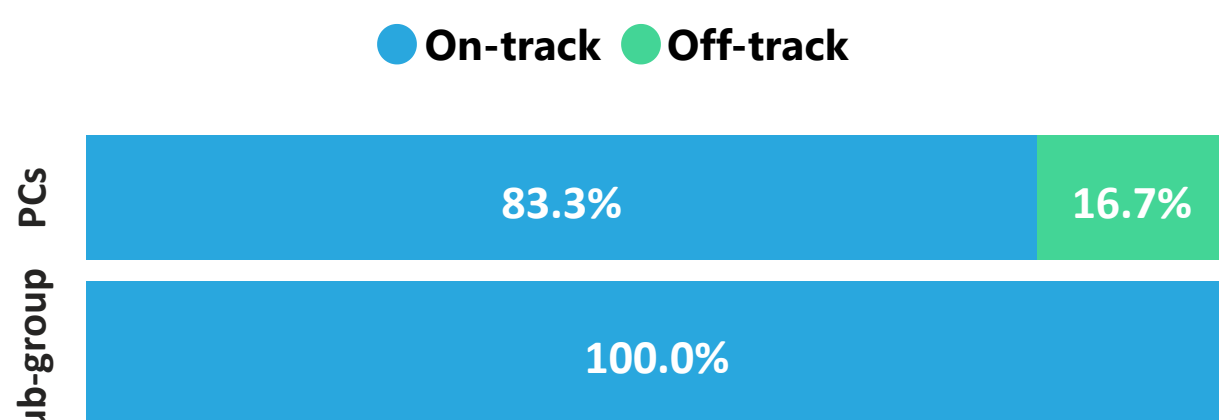
Figure 5.1: Proportion of grants in financing window 1 meeting their intended objectives



N: 9 system capacity grants under financing window 1, 5 in PCFC, and 4 in non-PCFC (FY2023)

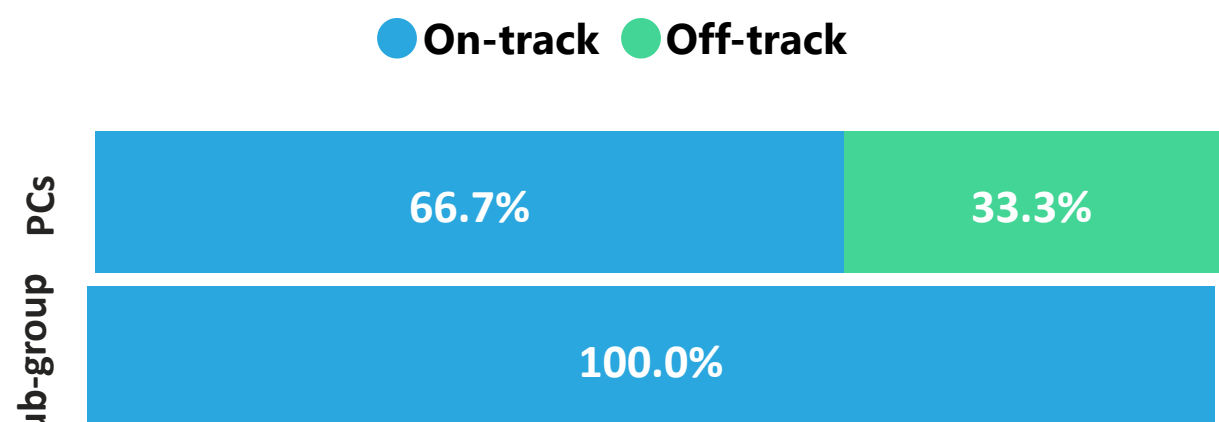
Grants classified as 'on-track' for each financing window mapped to respective indicators meet indicators criterion.

Figure 5.2: Proportion of grants in financing window 2 meeting their intended objectives



N: 6 system capacity grants under financing window 2, 4 in PCFC, and 2 in non-PCFC (FY2023).

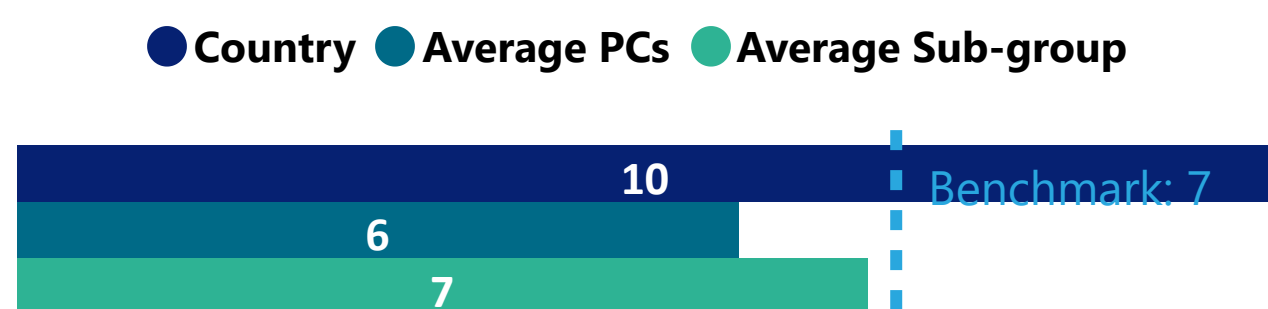
Figure 5.3: Proportion of grants in financing window 2 meeting their intended objectives



N: 3 system capacity grants under financing window 3, 1 in PCFC, and 2 in non-PCFC (FY2023).

Alignment of grants to national systems

Figure 6: Average number of aligned elements

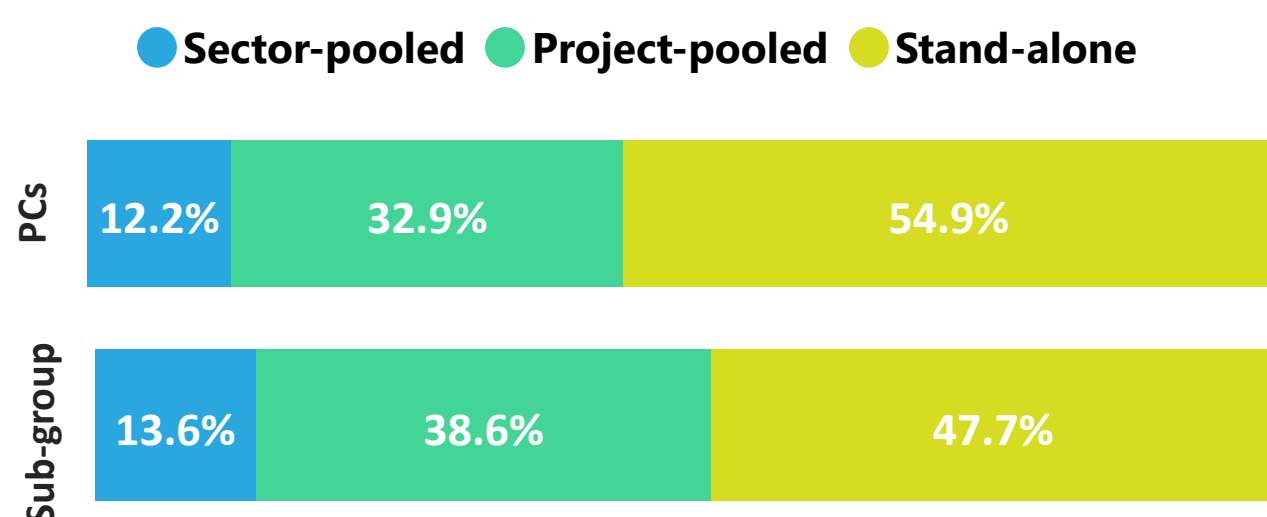


N: 82 implementation grants, 38 in PCFCs, and 44 in Non-PCFCs. (FY2023)

GPE suggests a benchmark 7 aligned elements out of 10. Grants with 7 or more aligned elements meet the indicator's criteria.

Harmonization: Grant funding modality

Figure 7: Proportion of grant amount by funding modality



N: 82 implementation grants, 38 in PCFCs, and 44 in Non-PCFCs. (FY2023)

Grants classified as harmonized (with funding modality sector-pooled or project-pooled) meet the indicator criteria.

Girls' Education Accelerator

Ind. 14ii: There is currently no system transformation grant's Girls' Education Accelerator⁹ in Bangladesh, reporting on its objective(s) at grant completion.

Girls' Education Accelerator-funding is considered on track if it is rated 'substantial' or better in terms of achievement of objectives per the implementation grant completion report submitted by the grant agent and reviewed by GPE Secretariat.

Overall, there are no system transformation grant's Girls' Education Accelerator reporting on grant completion in FY2023

Source: System transformation grant (or Multiplier) completion reports.

See here list of countries eligible to access girls' education accelerator: <https://www.globalpartnership.org/funding/girls-education-accelerator>

Ind. 10ii: Bangladesh has no available data towards meeting its' intended objectives under the mobilize coordinated action and finance window (financing window 2).

Source: System capacity grant monitoring reports.

See figure 5.2 for details on the proportion of grants in each category in financing window 2.

Ind. 13ii: Bangladesh has no available data towards meeting its' intended objectives under the adapt and learn for results at scale window (financing window 3).

Source: System capacity grant monitoring reports.

See figure 5.3 for details on the proportion of grants in each category in financing window 3.

Ind. 12i: Bangladesh has **one education sector program implementation grant with funding of \$53.9 million**. It is classified as **aligned** to national system **with 10 out of 10** elements met, as defined by GPE.

A high number of alignment⁸ to national systems based on GPE assessment indicates that the grant is aligned with PC's own operational systems, frameworks and procedures.

Source: ESPIG and system transformation grants application form.

Ind. 12ii: Bangladesh has **one education sector program implementation grant with funding of \$53.9 million**. It is classified as **harmonized with project pooled** funding modality.

Harmonized funding is typically recommended by GPE to create a space for dialogue and coordination amongst funding partners. However, funding modalities can vary based on different country needs, capacity and operating mechanisms of the entity supervising or managing the grant.

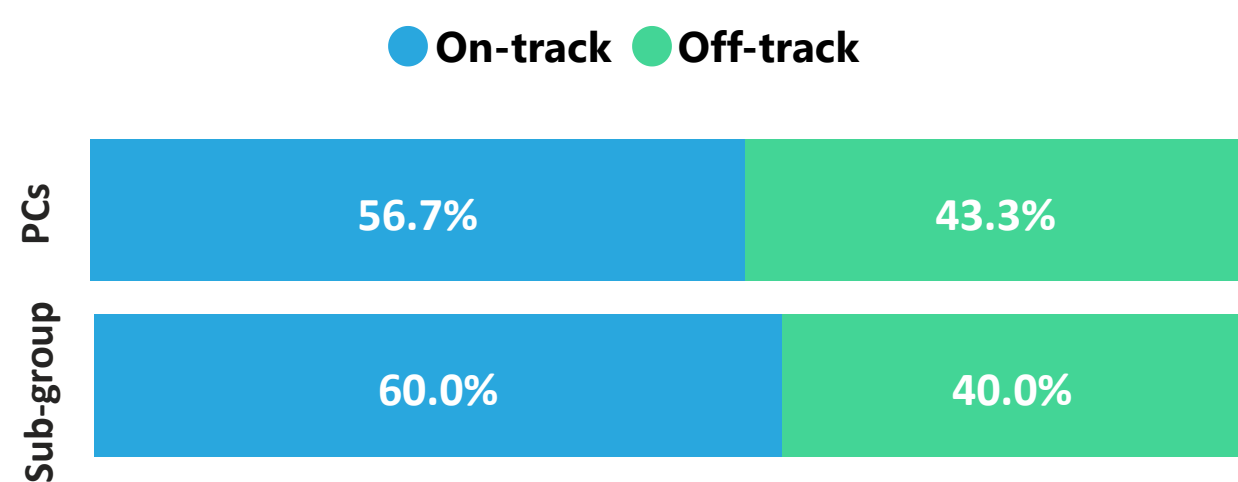
Source: ESPIG and system transformation grants application form.

See figure 7 for details on the proportion of grants in each category.

Implementation Grants Meet Their Objectives: System Transformation Grant, Education Sector Program Implementation Grant, and Multiplier.

During implementation

Figure 8: Proportion of grants meeting their intended objectives

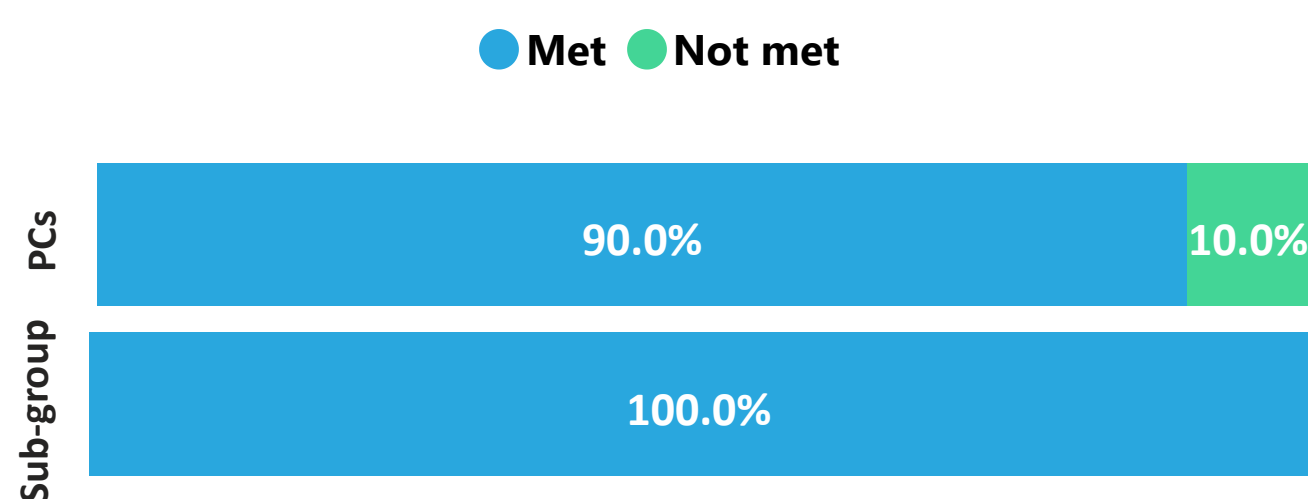


N: 67 implementation grants, 37 in PCFCs, and 30 in Non-PCFCs. (FY2023)

Grants classified as 'on-track' meet both criteria: implementation rating of moderately satisfactory or better and on-track utilization of grant-financing.

At grant completion

Figure 9: Proportion of grants that met their intended objectives



N: 10 implementation grants, 4 in PCFCs, and 6 in Non-PCFCs. (FY2023)

Grants classified as 'met;' include an implementation rating of substantial or better.

Ind. 14ia: Bangladesh has **one education sector program implementation grant with funding of \$53.9 million**. It is **off track**¹⁰ towards meeting its' intended objectives.

Source: Implementation grant progress monitoring reports.

See figure 8 for details on the proportion of grants in each category.

Ind. 14ib: Bangladesh had **no active grant** that closed during the fiscal year. It **has no available data on**¹¹ its' intended objectives.

Source: Implementation grant completion monitoring reports.

See figure 9 for details on the proportion of grants in each category.

ENABLING OBJECTIVES INDICATORS¹²

Ind. 15: In Bangladesh, representatives **reported** KIX supported to research, knowledge, and innovation in country-level policy development or delivery, through learning exchanges or involvement in KIX-related activities.

These efforts are considered to improve their national education systems.

Overall, countries reported a cumulative 116 cases by end of FY2023.

Source: Knowledge and Innovation Exchange (KIX) Results Framework (IDRC).

Ind. 16i: Bangladesh **has not benefitted from strategic capabilities**.

PCs can access support from strategic capabilities in strategic areas where particular partners can bring expertise, resources, or solutions, to directly support countries tackling complex education or cross-sectoral system problems.

Overall, 7 countries benefitted from strategic capabilities in FY2023.

Source: GPE Secretariat.

Ind. 16iii: **There was no additional co-financing leveraged through GPE innovative financing mechanisms**.

Co-financing refers to the external funding mobilized channeled through the same program and through the same modality as GPE funding, through a common funding mechanism like a pooled fund, or aligned with the GPE-funded program. GPE innovative financing mechanisms include multiplier, GPE Match, Debt2Ed, ACG SmartEd and enhanced convening.

Overall, an additional cumulative \$1.73 billion in co-financing is being mobilized through GPE's innovative financing mechanisms (Multiplier, Debt2Ed, Enhanced Convening, GPE Match and ACG SmartEd) at end of FY2023.

Source: GPE Secretariat.

Ind. 17: In Bangladesh, **documented changes in education policies have been influenced by Education Out Loud (EOL) funded projects**.

Documented changes are defined as changes reached with the influence of the national education coalitions, its individual members and other Education Out Loud grantees for increasing the universal right to education in national, regional, local laws and policies; education plans, curricula, methodologies; teachers' skills; education public administration; up-take of students, and the like.

Overall, Education Out Loud funded projects registered education policy influence in 37 countries and states by end of FY2023.

Source: Education Out Loud Results Framework (Oxfam IBIS).

SDG 4 and SDG 5 Indicators (in %)

This section presents the Sustainable Development Goals (SDG) 4 and SDG 5 indicator values along with average values for all partner countries (PCs) and partner countries affected by fragility and conflict (PCFCs). SDG 4 and SDG 5 indicators values for 2021 are publicly made available by UNESCO Institute for Statistics and UNICEF Data Warehouse, respectively. For more details on the indicators and sample size, please refer to [GPE 2025 Results Framework indicators](#). Blank spaces suggest data is either not available or not applicable.

	Bangladesh	PC	PCFC
Ind 1: At least one year of free and compulsory pre-primary education guaranteed	No	35	22
Ind 2: Participation rate in organized learning one year before the official primary entry age	91	65	52
Ind 3ia: Gross intake ratio to the last grade of primary education	122	85	74
Ind 3ia: Female gross intake ratio to the last grade of primary education	125	84	
Ind 3ib: Gross intake ratio to the last grade of lower secondary education	88	59	52
Ind 3ib: Female gross intake ratio to the last grade of lower secondary education		55	
Ind 3iia: Out-of-school rate at primary school age	7	16	22
Ind 3iia: Female out-of-school rate at primary school age	5	16	
Ind 3iib: Out-of-school rate at lower secondary school age	13	20	24
Ind 3iib: Female out-of-school rate at lower secondary school age	8	21	
Ind 3iic: Out-of-school rate at upper secondary school age	32	38	42
Ind 3iic: Female out-of-school rate at upper secondary school age	26	40	
Ind 5i: % of women aged 20-24 years who were married or in a union before age of 18	51	27	26
Ind 6ai: % of children in grade 2, 3 achieving min. proficiency in reading			
Ind 6ai: % of girls in grade 2, 3 achieving min. proficiency in reading			
Ind 6aia: % of children in grade 2, 3 achieving min. proficiency level in math			
Ind 6aia: % of girls in grade 2,3 achieving min. proficiency level in math			
Ind 6bi: % of children at end of primary edu. achieving min. proficiency level in reading			
Ind 6bi: % of girls at end of primary edu. achieving min. proficiency level in reading			
Ind 6bii: % of children at end of primary edu. achieving min. proficiency level in math		20	16
Ind 6bii: % of girls at end of primary edu. achieving min. proficiency level in math		20	
Ind 6ci: % of children at end of lower secondary edu. with min. proficiency level in reading			
Ind 6ci: % of girls at end of lower secondary edu. with min. proficiency level in reading			
Ind 6cii: % of children at end of lower secondary edu with min. proficiency level in math			
Ind 6cii: % of girls at end of lower secondary edu with min. proficiency level in math			
Ind 7ia: % of teachers in pre-primary education with min. required qualifications			
Ind 7ib: % of teachers in primary education with min. required qualifications		81	82
Ind 7ic: % of teachers in lower secondary education with min. required qualifications	63	70	70
Ind 7id: % of teachers in upper secondary education with min. required qualifications	62		

The data disclosure follows a procedure developed and agreed to by GPE partner countries (PCs) through a consultation process.¹³

Indicators include available country's information from national budget documents; local education groups; enabling factors review ITAP assessment; development and periodic/mid-term review of partnership compact; monitoring of system capacity grant, system transformation grant (including ESPIGs and multipliers), and Girls Education Accelerator; International Development Research Centre; Innovative financing; Oxfam IBIS; UNESCO Institute for Statistics; and UNICEF Data Warehouse.

For more information on the indicators, technical guidelines, and data sources, view the *GPE 2025 Results Framework Guidelines* at <https://www.globalpartnership.org/content/gpe-results-framework-2025-methodological-technical-guidelines>.

Endnotes

- (1) Calendar year = January 1- December 31; Fiscal year = July 1-June 30. Sector progress indicators follow calendar year-based reporting. Country-level and enabling objectives levels indicators follow fiscal year-based reporting. Latest available data reported in this brief includes CY2022 and FY2023, except for SDG 4 based indicators, where (CY2021) values are reported for references.
- (2) Please note this brief is presented following the structure of GPE 2025 Results Framework, which allows the partnership to monitor progress in the main areas of its strategy. View GPE 2025 strategic plan here: <https://www.globalpartnership.org/content/gpe-2025-strategic-plan>
- (3) "N" represents the number of partner countries in the indicator sample. "PCs" refers to the total number of partner countries with data available. Where applicable, both PCFC and Non-PCFC samples are provided. "PCFCs" refers to the number of partner countries affected by fragility and conflict, and "Non-PCFCs" refers to the number of partner countries not affected by fragility and conflict. Please refer only to the category relevant to the country, noted in the first paragraph of the brief.
- (4) Please see here: Draft guide for enabling factors analysis for GPE system transformation grants <https://www.globalpartnership.org/content/draft-guide-enabling-factors-analysis-gpe-system-transformation-grants>
- (5): These are: Outcome indicators: 1) Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being; 2) Administration of a nationally representative learning assessment in grade 2 or 3; 3) Primary Gross Enrollment Ratio; 4) Gross Intake Rate to the last grade of primary education; 5) Gross Intake Rate to the last grade of lower secondary education. Service delivery indicators: 6) Pupil-trained teacher ratio, Pre-primary; 7) Pupil-trained teacher ratio, Primary; 8) Pupil-trained teacher ratio, Secondary; 9) Number of teachers by teaching level, Primary. Financing indicators: 10) Government expenditure on education as % of GDP; 11) Government expenditure on education as % of total government expenditure; 12) Government expenditure on primary education as % of GDP.
- (6) Please see here: Partnership compact development guidelines <https://www.globalpartnership.org/content/partnership-compact-development-guidelines-draft>
- (7) Please see here: Guidelines for system capacity grant <https://www.globalpartnership.org/content/guidelines-system-capacity-grant-draft>
- (8) The 10 elements are assessed by GPE Secretariat across 7 dimensions: 1) In relation to the education sector planning; 2) In relation to the national budget and parliament; 3) In relation to treasury; 4) In relation to procurement; 5) In relation to accounting; 6) In relation to audit; 7) In relation to reporting. For details on the list of elements, view the GPE 2025 Results Framework Guidelines at <https://www.globalpartnership.org/content/gpe-results-framework-2025-methodological-technical-guidelines>.
- (9) Indicator values will be reported for PCs eligible for Girls Education Accelerator funding at the time of grant completion. View the list of PCs eligible for Girls Education Accelerator funding at <https://www.globalpartnership.org/content/list-countries-and-grant-eligibility>
- (10) The implementation grant overall implementation progress is on track if the overall grant implementation status provided by GPE Secretariat is rated as "moderately satisfactory" or better and the utilization rate is on track. GPE Secretariat may adjust GA's rating if there is evidence supporting the change (e.g., mission reports, Aide-Memoires, and exchanges of emails).
- (11) The implementation grant met its overall objectives at completion if achievement of objectives ('efficacy') is rated "substantial" or better using GPE's grant completion reporting standards. GPE Secretariat may adjust GA's rating if there is evidence supporting the change (e.g., mission reports, Aide-Memoires, and exchanges of emails).
- (12) Enabling objectives refer to support from GPE's innovative financing and cross-national partnership mechanisms. Please refer to data file accompanying the brief for overall indicator values.
- (13) View the Summary of Steps for the GPE Results Framework Country-Level Data Disclosure at <https://www.globalpartnership.org/content/gpe-results-framework-country-level-data-disclosure>